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SECONDARY EDUCATION

BY

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I have been honoured with a request that I should write a few words of introduction to a series of articles contemplated by the Editors on the several urgent problems relating to Secondary Education. I shall leave it to experts to deal with these problems, which are vexing both teachers and administrators, and shall content myself with drawing attention to what appears to my mind to be the dominating factor in the present situation in respect of High School education in India..

It has been said that "There are places in our educational system where the curriculum is distorted and the teaching warped from its proper character by the supposed need of meeting the requirements of a later educational stage." The Consultative Committee of the Board of Education, from whose Report on Primary School the above quotation is taken, were thinking of the relation of the Primary stage of education to the higher stages in Great Britain, but the remark is equally true of Secondary Stage of Education, which whether it be in England or in India, unfortunately happens to be dominated by the supposed requirements of University studies.. In our country in particular, High Schools are looked upon merely as institutions to prepare candidates for admission into the University, and since the Universities in India make no provision for professional studies other than Law, Medicine and Engineering of an advanced character, it follows that the High Schools have to prepare their pupils for admission into the first degree classes of Universities. In consequence, it has not been possible to adapt the courses in the High Schools to the varying needs of the differing capacities of the pupils, or to introduce courses with a vocational bias since there are no vocational courses available, except to a very small extent, outside the Universities. The imperative need of the moment is to free the High Schools from being dragged at the chariot wheel of Universities and to give them an independent position in educational economy. No doubt a considerable number of those who pass through High Schools will enter Universities, but work in the High Schools must not be dominated by the requirements of admission to University courses,

and it must be realised that a large number of those who pass through High Schools will stop their studies there, or turn to avenues other than the monotonous path that leads to an University.

This unfortunate "University Bias" in our High Schools has had another undesirable result. Instruction through a foreign medium, whatever might be its historical necessity, cannot but be a drawback from the point of view of real mastery of a subject, while the mental effort required to master a foreign tongue is, for the community, a waste, except for the limited purpose of communication and intercourse with other parts of the world. Unfortunately, the natural medium of instruction—a pupil's own vernacular—is an alien in our High Schools because of the requirements of Universities where a high standard of English is necessary to pursue the courses of study there. What is a necessity for a small group of students in a High School has come to be enforced on all, and one has come to think that the paramount duty of a High School is to equip a pupil with a high standard of English, everything else being subordinated to this end.

The concentration of interest in the University to the detriment of other stages of education has also had another undesirable consequence. Work in a High School is considered to be inferior, and in consequence the status and the emoluments of the staff of High Schools are affected. It is the ambition of a brilliant graduate, if he cannot secure a place in the higher public services, to find a place on the staff of a college, while every teacher of a High School looks wistfully towards the colleges. It is unfortunate that it should be so, and the disastrous effects on the level of teaching in High Schools cannot be overestimated. Except with regard to Professorships in the University, there should be approximate parity in respect of status and emoluments between the staff of Universities and the staff of High Schools. This of course is an ideal which will take some time to be realised, and is sure to receive violent criticism from vested interests. It is nevertheless a reform that should receive careful attention at the hands of administrators, if High School education is to receive its proper supply of competent teachers who will stay cheerful and contented in the discharge of their very important duties.

IDEALS OF EDUCATION

By

Rev. L. D. Murphy, S. J. Loyola College, Madras.

Excerpts from an address delivered at the reunion of Catholic Teachers in European Schools, Madras.

People are inclined to think that the teachers' lot is a very happy one for they enjoy princely leave. But though they, I am prepared to admit, do enjoy holidays on a generous scale, nevertheless the work itself is very much more exacting and fatiguing than the work in an office, and therefore every anna of the pay that is given to the teacher is well deserved, especially with reference to those engaged in the elementary education. As a profession it involves, as in other professions such as the medical and the legal, definite principles of conduct which we call "Ideals of Education." These involve two things, viz., the imparting of knowledge and the training of character.

The work of a teacher in elementary schools, understanding by the term all schools other than the colleges, is more important than the work done in the colleges where the knowledge imparted is really to a great extent useless and unnecessary for the practical purposes of life. But without some knowledge of arithmetic or grammar given in an elementary school one cannot get on well in the practical world. Every one must go through the elementary form of education at least, whereas the higher form of education which is a luxury may be dispensed with. The ideal to aim at in the upper classes is no longer merely learning of the elementary facts of Geography and History but training in correct standard of judgment, i.e., something in the nature of criticism. The power to judge and the power to criticise are of greater importance from the Catholic point of view; for we have our religion to safeguard and unless our students are trained in the right use of their judgment they may easily get deceived by plausibilities in theories such as "Evolution", Marriage," and so on.

THE EXAMINATION BLIGHT

In these days we labour under a kind of blight, the examination fever. I have the greatest regard for examinations and I don't think we can get on without them. But there is a danger. Examinations have this good effect that they insist on accurate knowledge, systematic work, diligence and industry in students. But the examinations as conducted at present are of baneful and stupefying influence in the long run and kill the interest which would otherwise have been evoked. Further examinations actually involve the process of 'standardisation' and tie down the best and the worst in a class under a cut and dry syllabus with the benighted influence of examination, infecting both the staff and students and particularly the Managers who inevitably look to results in the examinations. *This mania slowly creates an unconscious tendency to neglect duffers as they are not going to score success. This is a shocking crime and an injustice unconsciously done to boys and girls who happen to be stupid.*

Now this has been my experience that it is not your brilliant student who always does well afterwards. Thinking of many students who passed through my hands in England I would say this: that the brilliant student on whom you build so much gets only an ordinary position afterwards as

average boys and that duffers at school turn out brilliantly in life. The reason is simple; because the talents which lie hidden during their education period become wonderfully awakened and developed later, while the brilliant ones in the school get their interest killed. Hence, I appeal to you to attach as much hope to the suffering duffers as to the brilliant students.

RELIGION IN EDUCATION

As regards the methods used by the modern system of education in imparting knowledge, the most deplorable thing is the total elimination of religion, the most important factor. In the olden days, education was the business of the monastic institutions. It used to be considered that the squire's business was to fight and the cleric's was to study and both were looked upon as honourable professions. But education was definitely limited to the monastic life and so it kept on for hundreds of years until after the Reformation when the need was felt of gradually replacing monasteries and then grammar schools came and gradually year by year, century by century the governments gradually absorbed it. It was a mistake. It is not the business of the government to absorb it. It is the business of the government to see that education was given to every one and it is not for a government to say. "You shall learn this, and you shall not learn that." That should be left to the education experts. Governments have no concern with religion.

From the Catholic point of view teaching of Catechism is particularly of importance and it is the managers' as well as the teachers' business to see that Catechism is well given in schools. But the teaching of Catechism is considered as something in the nature of superfluity and for us it is a thing of very vital interest in turning out perfect men mentally and spiritually. Unless you give a pupil something of the knowledge of God, something of the obligations that devolve on us in our relations to God, you leave out half the essentials of life. Before it is too late in life it is good that the various problems such as 'after life', 'immortality of the soul' and so on should be tackled in the school. In spite of the difficulties of our Catechism such as the formal question and answer, learning by heart, still the thing must be taught and a great deal of importance must be attached to it for the right directing of the after school-life.

TRAINING OF CHARACTER

And now regarding the second point, i.e., the training of character. When a student leaves the college and takes to some position in an office or goes out to the medical or legal profession the knowledge of History and Geography and Literature will be in vain if there has not been acquired a balanced judgment and sound principles of criticism and good character. It is not knowledge that counts so much as good character. And without flattering you, I say that this cannot be done so well in the college career where the student cannot be intimately and individually known to the professors as in the school classes. And how is that to be achieved? Character can be built in three ways:—Firstly by your own example. The character of a teacher is bound to react on his students. Secondly by a judicious use of punishment; punishment must not be inflicted on a boy for his being stupid but for idleness and for non-observance of discipline. It should not be severe and should always be for the betterment of the boy and not to vent the teacher's ill-temper. Thirdly by appealing to the sense of religion as that is the best background which gives a motive for good character and it is the most compelling and enduring too, which can be safely relied upon.

EDUCATION AND FEDERAL INDIA

By

Prof. S. K. Yegnanarayana Iyer, M.A.,

The Substance of a lecture delivered at the All-India Educational Conference held at Bangalore during the Christmas week of 1931.

In this lecture two things are taken for granted, (1) that the future Government of India will be federal in nature and (2) that it will be democratic, that is, the executive will be responsible to the legislature. Taking the various units constituting the Indian Empire, though they differ from each other not only in size, physical features, but in general culture and fitness for Swaraj, yet it is hoped that these various units will all be federated into a central administration which would be fully democratic in nature.

India has remained more a geographical term than a reality either for purposes of administration or for dissemination of culture. Owing to historical reasons it has been divided into British India and Indian States. It is true there is an underlying economic and cultural unity. Telugu literature and culture to take an example, is to be found not only in the British province of Madras, but in the Indian states of Mysore and Hyderabad, so also Canarese literature and culture. Instances can easily be multiplied. Still there has been no attempt made to co-ordinate the educational activities of the provinces of British India and of Indian states. It is doubtful whether there has been any Pan-Indian undertaking including within its orbit the two distinct units of India, except it be the military survey of India and the decennial census. The need becomes self-evident for a central agency to conserve the best monuments of the national culture and to direct the machinery for its dessemination and enrichment.

It is high time that the state realises that its main function is not merely to maintain law and order or to govern in the limited sense of the term. In Europe this highly individualistic tendency which looked upon the state interference with disfavour is slowly giving place to a more socialistic view with complete identity of interest between the government and the governed. It is getting recognised as one of the fundamental duties of the government to see that every individual, boy or girl, is educated to the fullest extent he or she is capable of . At a meeting of the prominent educationists of America presided over by the President of the United States, they have published a "child's charter." A similar charter is to be made part and parcel of the future constitution of India.

The fact that a foreign nation got mastery over this land and introduced their own culture had this advantage for us. The old social barriers were removed and opportunities were thrown open to all. No one could say what the state of affairs would have been, if in the old educational controversy of the thirties of the last century the Orientalists succeeded and if the Indian education had continued to be given, as in the good old days, through the medium of Sanskrit and Persian. Fortunately for us other counsels prevailed and unlike even in England where the governing classes are to a great extent recruited from the old landed aristocracy or the new born plutocracy, where public schools and the universities still dominate the educational system, in India there has been

a perfect democracy with open door for talents introduced at the very start of English education in India and it is a very good beginning.

But this advantage which may be indirectly ascribed to foreign domination is more than counter-balanced by certain disadvantages. The Englishman has never been noted for thinking out a system and adapting his machinery to suit the system with a view to attain the ideal. He has always boasted of his down-right common sense. He is no dreamer. His feet are planted firm on the earth and he has a wonderful knack of bungling through difficulties and ultimately coming out successful. His political constitution has never undergone any radical reformation. From precedent to precedent it is slowly broadened down till at last it has come to be what it is, a magnificent thing of checks and balances. This characteristic of an Englishman is reflected in the educational system he has introduced in the country. It was originally intended to enable the government to get people as clerks and persons who will act as intermediaries between the government and the masses. Though the system has been considerably modified from time to time, its original motive is still there behind the modern machinery. There was at no time an attempt made to take stock of the situation, to find out the educational needs of the nation and to devise a system of instruction that would enable the nation to get what it wants. The old framework has been patched and re-patched here and there at different times.

Therefore what is needed at present is a comprehensive survey of the educational institutions of the nation by a central agency which would forget the meaningless barriers that are merely accidents of history. A Royal Commission should be appointed to enquire into the whole question, to think out a programme of educational reconstruction, to recommend alterations in the existing machinery to suit the altered aims and ideals and to suggest ways and means to enable the government to find the necessary finances to make that machinery efficient. Over and above the institution of a Royal Commission on Education, there should be a central authority forming a part of the Central Federal Government charged with educational guidance and the task of co-ordinating the activities of various units with a view to economise resources available and to avoid overlapping and to bring the latest educational achievements of other countries within the reach of those entrusted with the direction of educational affairs.

In a Federal India administered by a democratic Government responsible to its people, the first reform should be the appointment of a Commission of enquiry and the organisation of a central department of education for co-ordination and guidance.

AN INTERVIEW WITH AN EDUCATIONAL OFFICER

(By a Student of Education).

'H. M. Inspector' is by no means a name to conjure with because the mere suggestion of the designation is generally enough to provoke the good and conscientious teacher to lose his nerve. Unless the Inspector is a man of more than ordinary affability, of mature perception and sympathetic understanding, he will not be able to assuage the unpleasant importance of his office in the school-world.

Having been told that notable changes are impending over secondary education in Travancore, I went and interviewed the other day the State Inspector of English Schools. An unattached educational journalist often striving to feel the pulse of the teaching profession, I was none too sanguine of a cordial reception, for while my good friends, the teachers themselves, are often given to looking upon me as an unauthorised version of advocacy, headmasters and inspectors of schools are nearly always certain that I am an interloper. Perhaps, my theory that headmasters must kindle their assistants instead of being content with encouraging a mechanical and precise mediocrity in them is after all wrong.

I was not therefore prepared for any departure from experience on this occasion, and so the departure was all the more interesting.

Mr. L. Ananthakrishna Aiyar, B.A., L.T., the educational officer, whom I went to interview, was for 21 years a teacher and for 11 years a headmaster before he was appointed the State Inspector of English Schools in January 1931.

He received me abundantly. If he is growing old, of which one is not certain from looking at him more carefully than an interviewer is expected to do, there is no doubt that he is also living and growing. I found in him the joy and eagerness of youth heightening the effect of the quiet wisdom and subdued purpose of mature years. He received me with a lingering smile and a largeness and gentleness of spirit.

I had armed myself with some questions to face the inspector successfully, for I have always found that it is easier to ask a question than to answer it. Moreover questions are the best of all things for the advancement of mankind. That is why whenever a committee is appointed it is always careful to try and increase the common good by issuing a questionnaire.

I therefore smiled and said, "Sir, you have been a teacher for over 30 years. Would you kindly tell me what is your ideal for a teacher?"

"I will try to answer you. That is a tall order, though. Of all things it is most difficult to summarise a good teacher," began the State Inspector slowly as if trying to go back some years and live there again.

"Yes, the teacher must be an ideal, striving to achieve more by what he is than by what he does. I was a dreamer when I was a teacher. I loved beauty and mingled mathematics with poetry in my classes. Reason and beauty go together. I remember to have received a present from my students, a handsome illuminated collection of all the poems I had taught them and asked them to learn by heart, beautifully written out by themselves. The gift gladdened my heart and was almost the realisation of a dream. When the teacher is genuinely inspired by his own lofty mission, teaching takes care of itself. I should like every teacher to study

Pestalozzi and aspire to fashion himself in his image and life-work. He is the teacher for all teachers to look up and follow, a personality possessed by a zeal. Napoleon was too busy or too imperial to give him more than a passing impatient glance, but we cannot tell who was the greater, the hero of war, or the architect of character. While Napoleon was reconstructing political Europe, Pestalozzi was laying the foundation of better men and women, better races and better nations."

As I listened I seemed to hear more than what the inspector said and old vistas obscured by the necessities of the hour opened anew and refreshingly in my mind.

There was a pause. My zest for putting questions began running slow and doubtfully I saw the inspector looking at me significantly as if still following up the train of the crystal thought. And thinking that I must not fall behind enterprise abominally, I said, "May I ask what are your ideals as State Inspector?"

That was over-bold, but the host was too good to take offence, or to decline in amiability. He was silent for a while casting his eyes backwards and forwards.

"I don't like the role of an officer overrun by red-tape and routine. I have no use for power, but I should like to see educational activities and opportunities develop and grow. I stand for more and better schools, for teaching more wisely informed, for scouting more adapted to the country and more effectively functioning as a cleaner, feeder and builder of character. I stand for discipline by which I mean harmoniousness in action. My office is to inspect and control and guide the work of teachers and headmasters, but my idea of an educational inspector does not go with the detachment and gravity of a judge. Every teacher has access to me and can freely discuss his difficulties with me. I give all encouragement to teachers to tell me their educational ideas, for while I may be able to help them a little in this regard I have also much to learn from them. I give them as many chances as possible to prove themselves and demonstrate their qualities. Suppose I am in a school and inspecting the work of teacher A. I expect him to have written some notes relating to his class-work. Perhaps A is an experienced teacher and has little need to lean on prepared notes for his lessons. If then he has no notes to show me to indicate the nature of the work he has attempted I go to his pupils' notes which must in any case contain some traces of the teacher's efforts. Perhaps the students have learned without having first written down what they have learnt, and that is indeed a very good thing to do in these days when more things are done mechanically than intelligently. In that case I question the teacher's class knowing that the class must always more or less reflect the quality of the teacher. If here also I don't find satisfaction I request the teacher to let me just see his class-room practice. Lastly, there is the headmaster's supervision diary, and as the headmaster has so much more contact with the teacher than I, my impressions are always compared with his opinions with a view to giving the utmost credit possible to the teacher. Of course I will have no time to inspect the work of all teachers in this way, but each school has a headmaster, whose first and foremost duty is to give the necessary guidance to his assistants. I will not be respecting the teacher if I were to enter his class only to look at him or to listen to a fleeting fraction of his nervous talk and then record a magisterial opinion about him! Such inspection does no good to anybody, and is sure to do a good deal of harm to the cause of teaching and to that just contentment of teachers which under no circumstance should be disturbed."

There was again a pause, but as the inspector's conversation was so rich in thought and so spontaneous in flow I was not willing to be satisfied yet and so I resorted to my

armoury again. I said, "What aspect of your work, you think, is most important?"

"I really don't know. I don't think much at all that way. It is an aspect of my work of which others are more entitled to make an opinion than myself. But I often like to think as a carrier-pigeon bearing good examples, a sort of 'liason officer' between school and school, between headmasters, and teachers. The schools do not come in contact with one another, but I am a common factor, a least common multiple passing through the structure and life of all secondary schools in the State. Whenever I find a good thing in a school I appoint myself its ambassador to its sister schools. There is joy in sowing good, but one might sometimes have to go seeking long to find an available seed to scatter. I often hold conferences with headmasters and managers of schools for the pooling of thoughts and plans for the comparison of notes, for the juxtaposition of practices worthy of emulation. As you came to see me a headmaster had just left me. I asked him what particular tradition or interest his school was building up. He said that his school has been nourishing geographical knowledge and thought to a marked degree and it was very good news to hear. If every school would set about cultivating a few traditions and interests to a marked degree in a few brief years the State would attain an educational excellence becoming to its notable extension of education among all classes of its people."

I must own that I had gone to the inspector primarily with an inquiry regarding the educational changes of which I have been hearing for sometime. I had not expected this refreshing educational talk from one who has served in the field of education for nearly three dozen years. I have had a notion that educational enthusiasm somehow did not generally last long. It was an exceptionally grateful surprise, but still there were those 'educational changes' hovering in the background of the interview.

"Were there any changes contemplated in the educational system of the State," I asked at last.

The inspector smiled and said nothing for sometime. Suddenly he veered round saying, "There is plenty of time to tell of that. We are contemplating changes, but we mean to hasten slowly. I am just now up against the problem thinking and thrashing out the question with different peoples and shades of opinion. In these changing times we have more changes than we can take advantage of. One thing I am free to tell just now, that we do not contemplate changes for changes' sake."

With that he rose, and I bowed and left.

It was an excellent half-hour I had spent, and I thought that a right man was in the right place. Action might often lag behind aspiration or thought, but unless there is the right attitude and mind there cannot evidently be much room for hoping and looking forward. I wished the inspector godspeed with his ideals and promised him an early repetition of the call in my heart.

EDUCATIONAL REFORMERS OF MODERN INDIA

By

Mr. V. R. Krishnaswami Aiyangar, Vellore.

1. A reformer may be defined as one who brings about, for the better, a radical change in existing conditions, one who chalks out a new line of advance, one who views problems from a new angle of vision. Viewed in this light, three men stand out, in bold relief, as the pioneers of Western Education in India. They are David Hare whose Tomb in the College Square of the Presidency College Calcutta, is reverentially visited even to-day; Alexander Duff, the great Scottish scholar, missionary and statesman with whom came that powerful and wholesome Scottish influence which has given us the Wilson College, RAM MOHAN ROY, the apostle of protestant Hinduism, the founder of the Brahmo Samaj and the most remarkable religious revival of modern times.

2. A brief survey of the Educational policy of the East India Company would be germane for the true assessment of their great effort. During the later days of East India Company it was thought the duty of the state to promote oriental learning both for its own sake and for the knowledge of Hindu and Muhammadan law considered necessary for the proper administration of civil and criminal justice. In the Charter Act of 1813, a clause was added, requiring the directors to spend a lakh of rupees on Education and even this was interpreted by the powers that were as being intended for subsidising oriental learning. Just then, a battle royal was being fought between the advocates of Eastern and Western learning—a battle which was ended by Macaulay's minute of 1835 which gave a triumphant victory to the Western school. RAM MOHAN ROY with the true vision of the earnest reformer threw all the influence of his great personality on the side of teaching English. RAM MOHAN ROY, David Hare and Alexander Duff collaborated together and established schools for the imparting of scientific and religious education through the medium of English. Missionaries and Hindu reformers between themselves succeeded in rousing a remarkable ferment of new ideas in the early part of the last century and with them educational reform might be said to have begun. The rich stores of western science and knowledge have been unlocked. Western political concepts have been made familiar to us. The national surge is in a large measure, due to the impact with western culture. There can be no over-estimating the far-reaching effects of this great reform. Rightly do they deserve to be called the founders of western education in India.

3. The next outstanding Educational reformer is Sir Syed Ahmed Khan. Born of a family that claimed descent from the Prophet, a thoroughly enlightened man, he was fully alive to the value of European knowledge and firmly believed that there was no hope for his community unless Muhammadans accepted the results of Western Education. But he saw that they were disinclined for various reasons; for one thing that Education should be divorced from religion was an idea repugnant to the good Muhammadan. For another the Muhammadan parent was more anxious to give his son an education which would secure him a honoured place among the learned of his community than one which would equip him for the

professions or official life. Lastly there was the poverty of the community. A pious Muhammadan and a clear thinker he set his heart on the way out. He made up his mind to establish at Aligarh a college for Muhammadans and placed all his worldly means at the disposal of the institution. In 1833 the Aligarh College was founded and he made it, one of the foremost objects of the institution to impart religious instructions along with secular subjects as he believed that secular instruction divorced from religious training was "comparatively futile and ineffectual work." Dr. De Boer the president of North Arcot Teachers' Guild in the course of an inspiring address on the opening day of the Educational Week in Vellore stated that education should subserve six distinct ends: Increase of national wealth, improvement of national health, spread of wide knowledge, closer friendship, social freedom and last though not the least, the VISION OF GOD. It was this vision of God, in Sir Syed's opinion, that was sadly lacking in school education. His great work as a reformer lies in that he filled up the breach. On similar lines LALA LAJPUT RAI, the ardent reformer, founded the D. A. V. College at Lahore, one of the prime objects of the college being the promotion of Sanskrit learning and the discussion of true religion.

4. The next great reformer is Pandit Madan Mohan Malavviya, the doyen of public men of India who, even at this hour, is engaged in selfless work in the cause of the mother country. It was his to emphasise a much neglected phase of educational work. As a teacher, as a practical politician, he insisted on the extension of scientific and technical education as a cure for the chronic poverty and national regeneration of the land. The Hindu University at Benares has, besides a college of Sanskrit learning where the Vedas, Vedangas, the Smrithis and Dahrsanas are taught, a department of Physics, a department of Chemistry, a fully equipped technological institute and an agricultural college. He saw, among all men, that a starving nation could not long conserve her national culture.

5. Next comes the late lamented Gokhale the prince of those reformers who, with the vision of a true prophet, saw the imperative need of directing educational effort on new channels. Government policy so long was to devote her energies on Secondary Schools on the theory that, if western Education was introduced into upper classes, it would filter down, by a natural process, to the masses. The expectations were not realised. Either the fluid was very thick or the filter was not sufficiently porous. The fact remained that, even after many years, illiteracy of the masses was appaling. The true servant of India that Gokhale was, he saw the distinct necessity of a new orientation of educational policy—the importance of mass education. A votary at the altar of service, he travelled extensively throughout the length and breadth of this land creating a strong public opinion for his Elementary Education Bill. The inspiring address he delivered at the South Indian Athletic grounds on his Elementary Education Bill and the illuminating replies he gave at the conversazione held at the Ranade Hall the next day in 1912 ring, even after the lapse of two decades, in my ear even to-day. Ever since, the problem of mass education has rightly come to the forefront of our educational programme.

6. An account of Educational reformers of modern India would certainly be incomplete without a reference to Poet Tagore's wonderful school, Santinekhatan near Bolapur. In his own words "To give spiritual culture to our boys was the principal object of starting my school at Bolapur. Fortunately in India we have the model before us in the tradition of our ancient forest schools. Having this ideal of a school in my mind which should be a home and a temple in one, where teaching should be a part of a

worshipful life, I selected this spot away from all distractions of town hallowed with the memory of a pious life whose days were passed here in communion with God." A mere recital of the daily routine of the school ought to be a source of inspiration for everyone of us." At 4-30 a.m. a choir of boys go round the abode singing songs and rouse the sleepers up into the beauty and calm of the early dawn. They clean their own rooms. Next they have physical exercise in the open air and pray for some time. Prayer over, they go reverently in procession to the school temple. Classes are held between 7 and 10 in the morning and between 2 and 5 in the evening. All the classes are held in the open air under the shade of the tree. There is no corporal punishment. The teachers live with the boys. In the evening the older boys would go to a neighbouring village to teach the village lads. The boys retire at 9-30 and a choir goes round singing evening songs. "The Santhiniketan is no seminary for the education of boys, it is alive with the life of India; it is aware of what is going outside. It shares in the large Indian life." Needless to say, this new outlook needs strengthening in our schools.

7. Nations like individuals, have been influenced by great ideals and the influence of these ideals has been the motive power of the great movements. It is given to only few of us to play the role of educational reformers. But it does lie with everyone of us to do our humble bit to wipe out illiteracy. The *sine quo non* of the successful working of democratic institutions is an educated electorate and there could be no right exercise of the franchise when 92 per cent of the population is illiterate. Ours should be to implement state efforts. Such social service would be in tune with our rich traditions and would usher in an era of true educational advance.

THE PROBLEM CHILD AND THE VISITING TEACHER

By

HOWARD W. NUDD.

(Chairman of the National Committee on Visiting Teachers, affiliated with the Public Education Association of the City of New York.)

[We give below extracts from Mr. Howard W. Nudd's "Description and purpose of visiting teacher work" appended to "The Problem child in School' by Mary B. Sayles published by the Division of Publication, Commonwealth Fund, New York, Eds. S. I. T.]

Every teacher, every social worker, and many a parent is familiar with the problem child—the boy or girl whose school progress or whose reactions to normal requirements point toward later inefficiency, delinquency or some other failure in personal or social adjustment.

What is the trouble with such children, and what can be done for them? How can the school obtain and utilise a knowledge of the forces that are affecting their success, and give them in fullest measure the benefits of their educational experience? Puzzles or pests at home, in school or elsewhere, their personal welfare and the welfare of the society require painstaking effort in their behalf. They cannot wisely be regarded as but temporary nuisances, whose present weaknesses a kindly fate will in some way heal with the balm of time, nor can they wisely be ignored, without serious study and effort as inevitable liabilities which society must expect along with its blessings. To-morrow they will be citizens, for weal or for woe, and their shortcomings to-day, if left uncorrected, may have dire effect upon the character of their citizenship to-morrow. They present at once the most baffling, the most urgent, and the most interesting problems in the field of education.

TYPES OF PROBLEMS.

The visiting teachers' services are devoted primarily to the needs of those individual children who present problems of scholarship or conduct of a baffling, erratic, troublesome, or suspicious nature or who show signs of apparent neglect or other difficulties which the regular staff of the school finds itself unable to understand or deal with unaided. Such children include those who, for some unaccountable reason, fall below standard in scholarship, although they are not sub-normal; the repeater, the restive, and the over-age who are counting days until they may "go to work"; the precocious and the gifted, who have difficulty in finding full scope or wholesome outlet for their interests and abilities; the adolescent who appear unable, without special guidance, to avoid the pitfalls they encounter; those whose conduct gives suspicion of undesirable companionship or unwholesome interests and shows tendencies toward unsocial behaviour or delinquency; the irritable, the worried, the violent tempered and the repressed; the indescribable who are perpetually stumbling into difficulties or getting out of tune with their environment and who are always in need of counsel; and the apparently neglected, abused or overworked, whose home conditions appear so adverse that special assistance, supervision, or guidance is needed.

Such children, unless early adjustment is made, not only miss the full advantage

which the school affords, but may drift from bad to worse, arriving only too frequently at the children's court or some other corrective agency. To meet these problems which are both educational and social in nature the visiting teacher utilises her double experience as teacher and social worker. . . . What is required in each of these cases is better understanding and closer co-operation on the part of all who are moulding the life of the child. The visiting teacher is specifically equipped not only to find out why things are not going right in the lives of these children, but also to take back to the class teacher, the parent or the social agency which may help, the essential information needed to meet their individual limitations. In order to do this effectively, it is frequently necessary for her to work intensively on cases for a long period of time. Despite this fact she cannot always be successful in overcoming the obstacles that may be hindering the child's progress. In the great majority of cases, however, her efforts do produce results of a far-reaching character and secure a satisfactory adjustment of the child's difficulties.

TYPES OF TREATMENT

As a result of the new fact she discovers, the school is enabled to see what the actual situation is and to become aware of the real need of the child. It can often modify requirements to meet the newly seen limitations by changing the class, transferring the child to a special school, shifting emphasis from one phase of school work to another, adopting a new approach to the child, or connecting his school work more closely with his outside interests.

Frequently the visiting teacher effects the desired result by changing the child's own attitude toward his problem, through explanation of his conduct and its consequences, through encouragement and supervision, or through the substitution of wholesome activities for harmful ones.

Many times, the adjustment of the difficulty lies in the home. A change in diet or in hours of sleeping may be desirable or perhaps a shifting of hours a lightening of housework, a cessation of illegal occupations, the correction of conditions which make for immorality, a change in attitude toward the child or in methods of discipline, or an increased interest in his success or failure at school.

To remedy some situations, the visiting teacher may put the child or the family in touch with a social agency that will furnish relief or employment, a playground director or club leader who will furnish interesting substitutes for exciting novels or unwholesome movies, a convalescent home for an invalid parent, a day nursery to relieve an older child of the burden of caring for young children while the mother is at work, a psychiatric or medical clinic, or a score or more agencies and opportunities of a special character, depending upon the local resources that can be mobilised in any particular case.

As a representative of the school, the visiting teacher is free from the suggestion of philanthropy and has a natural approach to the home, going as she does in the interests of the child. Through her acquaintance with families and the neighbourhood she is frequently able to bring about social results of a far-reaching character. Her efforts have stimulated various communities to provide scholarship funds, nurseries, community houses, homes for neglected children, and other social activities. Hidden danger spots are not infrequently brought to her attention by parents who have not known what to do about them or who have been afraid to report to the proper agency or official. This often leads to such improvements as better policing and lighting of parks, better provision for play-grounds, closing of improper movies, etc., checking of traffic in drugs to minors, and the removal of similar insidious conditions. In addition to what she

may do for the particular children referred to her, therefore, the visiting teachers' work, may thus be helpful in a more general way to all the children in the school and neighbourhood.

To understand more clearly the contribution which the visiting teacher is making to school procedure, it might be profitable to pause for a moment and review briefly the remarkable changes brought about in education during the comparatively recent past that have gradually led the school to realise the need for her services.

During the last three decades alone the public school system has grown impressively both in numbers and in attitude towards its problem. It has reached a larger number of children for a longer period of time, and its courses of study and machinery of supervision and instruction have greatly expanded. With ever increasing clearness it is being realised that in a democracy not some children but all children must be prepared for wholesome and creative citizenship. Hence our compulsory education and child labour laws, which were practically non-existent in the early nineties. Along with this growth in numbers, the vast differences in abilities and interests among children have gradually become recognised as never before. This has inevitably led to a greater variety of courses, special types of classes and trained specialities, all of which, when combined with the large increase in attendance, have forced the cost of education to a height not dreamed of before. The generous public support of the general costs is striking proof of the general confidence in the increasing efficiency with which the school is mastering the technique of preparing children for the opportunities and obligations of citizenship.

Thirty or more years ago, before compulsory education laws became general, schools were schools, with curricula and methods of a predetermined pattern. Children could take them or leave them as they chose. Those whose aptitudes and interests happened to be appealed to stayed on and were "educated." The rest dropped out, to succeed or fail in the race of life by their own unaided efforts. Whether they became assets or liabilities to society was largely a matter of chance. The school, at any rate, made little concerted effort to understand them or to meet their needs. It stood calmly aloof, separating the sheep from the goats, showering its blessing on those who belonged and expelling the rest to an outer darkness. This process of elimination was as effective as it was unjust. It weeded out the non-conformists and sought to produce in the survivors a marvellous uniformity. Such schools naturally cost less and were far more simple in organisation than the schools of to-day, and, in the opinion of some, produced far more impressive graduation exercises. With slight exaggeration, it might be said that, like parts of standard motor cars, the ideas and accomplishments of the surviving children were almost interchangeable, so uniformly did the machinery of education select and fashion them. One might have taken their minds apart, so to speak, mixed the parts indiscriminately, sorted them out again without reference to the original owners, and reconstructed an equal number of similar minds that would have produced an equally impressive graduation program and could be guaranteed to take all the hills of life "on high."

Then came a fundamental change. The non-conformists could no longer be eliminated so easily. Year by year the laws required the school to provide for a larger group of children of a wider age distribution, and, as was natural, of a greater variety of abilities and interests. The old regime no longer sufficed. The schools suffered severe growing pains. At first they tried the impossible experiment of forcing all of these children through the

same process from which they had formerly been eliminated as incompetents. The result was what might have been expected. The "good children," who fitted the traditional plan, succeeded as before. They sat in the front seats, received gold stars, and monopolized honours on the perennial graduation day. A vast number, however—the non-conformists who had formerly been unceremoniously ejected from the company of the elect—fell behind, failing from year to year to meet the old requirements from which they had previously fled.

Gradually the presence of these failures became acutely felt, particularly in the lower grades where they piled up in alarming numbers. The statistical era then descended upon the schools, and after much calculation these children emerged as the "retardation problem." Everywhere tables appeared showing the number of children of various ages in each grade, and indicating by heavy dividing lines, like Jacob's ladder reaching from earth to paradise, the number of children who were "underage," "overage," or of "normal age," for their grade. Immediately a panic struck the educational world and, as one community after another began to compare its "age-grade distribution" with others, a stampede took place. The reputations of local school systems were at stake, and efforts by the score were made to correct bad statistical impressions. In some places standards of achievement were lowered, and everywhere schemes for getting all the children of the same ages into the same grades, without unduly deranging the sacred curriculum which had been handed down through the ages, became the fashion. This frequently tickled the pride of disappointed parents and led many a harassed teacher to believe that she was conferring a kindness upon backward children by pushing them ahead faster than they should normally go.

From an administrative point of view a perfect age-grade distribution made a wonderful statistical impression and entitled the school system to meritorious mention. In the face of such a situation, it is little wonder that for a time more thought was given to the ebb and flow of mass showings than to the measures which might be taken to further the welfare of the individual children who were plainly out of adjustment with the school. The school was still the mould and the children were to be bent or manœuvered to fit to it. What effect their arbitrary pressure and manipulation might be having upon the emotional lives of these children, what fears, aversions, or antagonisms they might be creating, were almost lost sight of in the urge to make the group record of apparent intellectual achievement look commendable to a critical world.

Nevertheless, this appreciation in statistical form of the vast differences in children, as revealed by the widely varying rate of their progress through school, soon stimulated inquiry into causes and led to a stirring series of events which is still in progress. Efforts, at first cautious in nature but with ever increasing skill and momentum, were made to measure children's intellectual and physical ability and their rate of achievement in school subjects. At first, as in the inception of the movement to calculate retardation, the emphasis was placed upon mass showing, rather than upon the use of the tests to determine what might profitably be done for each individual child. It became the fashion for one community to point with pride to the fact that it had fewer morons or more superior children in its school system than had another, or that its children "averaged" better in arithmetic spelling, or penmanship than did those of another community. For a while the attainment of uniformity of achievement and high averages under the traditional organi-

zation seemed to be the ostensible end of testers, or at least of those who utilized their findings.

More recently, however, there has been a decided tendency to use this valuable technique for the benefit of the individual child. Where this view point prevails, the card index is no longer worshipped primarily as a convenient instrument for tabulating impressive data in which the individual is but an interesting item of information, however valuable such a statistical summary may be. It is looked upon rather as a loose-leaf reference book of vital facts regarding Mary, John and Peter, which must be utilised continually in adapting the work of the school to meet their specific needs.

This evolution has been accompanied and helped along by the experience derived from handling extreme cases of unadjustment which became so acute that a different method was seen to be imperative. Gradually special classes, with special equipment and specially qualified teachers, were organised for those who seemed incorrigible or who were obviously handicapped mentally and physically, and special courses of study and methods of instruction were formulated to suit their requirements. The development was helped along, too, by the experience with new studies, requiring special equipment and new methods of treatment, which had crept cautiously into the traditional curriculum, despite the obstruction of the so-called hard-headed, practical folk by whom they were regarded as "fads and frills." These additions represented efforts to find better ways to interest and train those children who could no longer be eliminated and who were more or less vaguely being perceived as problems requiring something different from what the traditional program afforded.

Faced with the problem of educating all children, the school is thus gradually unbending to meet the child, and while it is still far from reaching its goal, it is steadily moving forward. Many of the innovations it has made, have naturally been superficially organised in the initial stages and poorly incorporated into the existing procedure. In the groping effort to meet newly revealed problems, all the children have frequently been given a taste of everything in the hope that they might find something, somewhere, to their liking which they might retain. But after prolonged use of the trial and error method, and with the newer insight into child nature and the evolution of better ways to appraise abilities and interests, the school is coming to realise that such patchwork will no longer do, that the testing method must give way to a more fundamental reorganisation.

A smattering appetizer here and there will no longer suffice. It is now generally recognised that children must be graded, instructed, and promoted, from the very beginning of school life, not on the basis of the old rigid system or to produce statistical results which might shed glory upon the standards of by-gone days—but on the basis of their varied abilities and interests. In many places there is an enlightened effort to formulate differentiated courses of study, flexible programs of grading and promotion, and methods of instruction which find their inspiration in the manifold needs of individual children. Tests and measurements are coming to be regarded, not as convenient instruments for eliminating this child or that from the benefits of further instruction, but rather as instruments to illuminate their capacities, however limited, and to light the way to a more comprehensive and intelligent system of education which will give to every child "an unfettered start and a fair chance in the race of life."

In view of the traditional conception of the school as a fact-and-skill imparting agency, it does not seem strange that this

development of educational technique has been largely in the field of intellectual and manual accomplishment and in the improvement of physical well-being. While the emotional life of the child, which gives rise to the attitudes toward experiences which determine behaviour, has long been recognised as an important factor in education, it has remained more in the realm of theory than of practice. This has been due, not only to the traditional notion of the school as an agency for imparting information and manual skill, but also to the well-nigh universal absorption of educators in the dramatic movement to measure intelligence and achievement, and to a lack of knowledge and means to deal adequately with problems of behaviour. As a result, the school has with increasing efficiency imparted the "tools" and the "intellectual inheritance" of civilization, but has failed to understand and to develop in equal measure those emotional or spiritual traits in the individual child which determine so largely whether he will make or mar the life he might fashion with these instruments of skill and insight.

As measurements of intellectual ability and physical fitness have become more clearly determined, however, and as the progress of children in the attainment of knowledge and skill has been more accurately gauged, it has been inevitable that other factors in the child's nature, not appraised or explained by these measures, should emerge in bolder relief and present more clearly new problems for the school to grapple with. This explains to a considerable degree the new interest which is generally apparent in the problems of behaviour and character. Intellectual accomplishment and physical fitness, while of course recognised as of fundamental importance, no longer monopolize the educational lime-light. The school is coming to see that one may know the truth but the truth cannot make one free unless translated into appropriate action, and that "a sound mind in a sound body" is not the end, but a means to the real end of education, which is sound behaviour. It is becoming increasingly recognised that the emotional reactions of the child to his experience in school and in the world outside its walls play a vital part in the school's main purpose to train children for right living and wholesome citizenship.

Intelligence, knowledge, and skill are of course, invaluable assets whose worth cannot be minimised in the educative process, but in the end it is the way they are used and the purposes they are made to serve which determine the character of the individual and of society. While a lack of ability, training or accomplishment is a fundamental handicap which inevitably retards progress and precludes full realization of life's opportunities, perverted strength, whether physical or intellectual, may prove to be a greater handicap, if not, indeed a greater menace to personal and social well-being. Striking examples of this common place fact fill the records of court and clinic and obtrude from press columns and the annals of history. Irrespective of one's place on a measuring scale of intelligence or of achievement in subject matter, right conduct is the acid test of right living and right citizenship. Not what one knows or can do, but one's attitude towards one's self and others is the mainspring of behaviour. Intellectual endowments and good health furnish a wealth of power which may be used or abused, according to the inclinations of the individuals who may possess them. The dangers of reckless driving as well as the comforts and safety which come from a steady hand, a steady pace, and a smoothly running mechanism, are usually in direct proportion to the power of the propelling force. With a lesser force, one may not go so fast or so far, or experience the superior satisfactions which great force

may give, but the greater the force the greater havoc if the power is misapplied.

It would mark a distinct step forward, therefore, if the school would undertake to handle the problems of behaviour, from the beginning of school life, with the same energy which has characterized its efforts to understand and develop the intellectual and physical capacities of children. With the help of the psychologist and the physician it has sought to provide special classes for physical and mental defectives and to grade its former "normal" children according to their varied degrees of intellectual ability. With the help of the psychiatrist, it should seek to appraise their emotional nature and to care especially for the so-called neurotic.

To quote from a recent book which deals with the problems of these latter children, they may be described, for practical purposes, as "children who, for some reason other than intelligence, do not get on in the group to which they belong by reason of their intellectual endowments. . . . Every school teacher is puzzled by the occasional child who is always out of focus in his class, who is persistently too far in the foreground or too far in the back-ground. The background or 'mousie' type or child is frequently overlooked in school because, while he is young and often later in life, he alone is the sufferer. Yet this quiet, withdrawing youngster, who connects very little with his more boisterous play-fellows, may be specially in need of understanding treatment. The fore-ground child who is a "pest" is frequently allowed to strengthen his undesirable habits during his first years in school because the teacher is too proud to complain of a seven or eight-year-old pupil. She feels that unmanageable as he is, she must somehow manage him; but any first aid method which she may happen to devise to keep the peace is not always either therapeutic or educational."

In the class grouping and education of these neurotic children, who exhibit marked aberrations of personality and behaviour, as well as in the treatment of individual children elsewhere in the grades whose progress in scholarship and whose responses to normal requirements, though less erratic, present behaviour problems of a baffling, troublesome, or suspicious nature, it is evident that the school cannot "go it alone." Indeed, one of the interesting outcomes of its searching inquiry into its task procedure is the schools' growing realization of the fact that it is not an isolated or semi-isolated institution which can perform its specific functions efficiently in comparative seclusion. It is simply one, although a very important one, of the many social forces which transmute childhood into adult citizenship. It cannot hope by its own efforts alone during five short hours, to compete with undermining influences which may be constantly at work outside. "Memory Gems," knowledge of history and civics, stories of heroes and great men, educational rituals of one sort or another, may all play a valuable part in training for citizenship, but fine words do not make fine deeds, and only too frequently lip service is accepted as an adequate guarantee of strong character. By itself alone, the intellectual appeal is inadequate in the training of personality. Feelings and habits of behaviour must be constantly nurtured or corrected, as the case may be, in the entire daily life of the child. How children act in school and out, and why they act as they do are therefore of the utmost importance to education.

The school is obviously in a strategic position to get at the vital and active causes of the child's behaviour and emotional reactions wherever they may be manifested and by soliciting and utilizing every agency that may help, to reinforce conditions that are wholesome and work for the removal of those which may lead to dis-

aster. To achieve this wider influence upon the whole life of the child, however, the school must exercise the same degree of skill and insight that has made possible its progress in other directions. It cannot obtain an adequate knowledge of the conditions outside its walls that are helping or hindering in the educative process unless it is adequately equipped to ascertain those conditions and to appraise their effect upon the lives of individual children. It cannot readjust its own procedure or mobilize forces outside to aid it in meeting the needs of these children, unless it is equipped to secure co-ordinated action for clear and specific purposes. It needs, in short, a specialist who can probe these children's difficulties, in school and outside, and who can utilize effectively every available resource to eliminate the harmful and conserve the good in their environment and in their educational opportunities.

For that reason, as has been pointed out, the school has been turning to the visiting teacher. With her training and experience both as a teacher and a social case-worker and with her special knowledge of the behaviour and personality problems of children, she has the equipment needed for this work and thus represents one of the most interesting and promising of the recent efforts which the school is making to understand the pupil as a child and to meet his individual needs with high professional skill.

Progressive educators realise that the regular teaching staff cannot perform this task unaided. Lack of time and energy, due to the pressure of class work, the preparation of class material, and after-school activities, often prevent teachers from knowing the home and out-of-school life of their pupils. With the reduction in the size of classes and the lightening of the teaching load, and with the development of a greater social consciousness through the addition of courses in social work and behaviouristic Psychology as part of professional preparation, teachers will in the future, it is hoped, be able to do more visiting than at present, and so become better acquainted with existing social conditions and their effect on their pupils. Even then, however, visiting teachers will naturally be needed to adjust many of the difficulties and to deal with many of the handicapping conditions which the class teacher may find in her visits. For it is evident that, except in extremely simple cases, there is needed a larger experience in social work than the class teacher can be expected to acquire while performing with full efficiency her regular duties. Further more such work not only involves visits during regular school hours to see the mother alone or at night to talk over with the family group the problems of the child but requires a flexible time schedule for follow up-work and for emergency calls to various social agencies which the exigency of class instruction makes impossible.

MELVIL DEWEY

THE FATHER OF MODERN LIBRARIANSHIP

By

Mr. S. R. Ranganathan, University Librarian, Madras.

The twenty-sixth day of December, 1931, saw the last hours of Dr. Melvil Dewey, the reputed pioneer Librarian of America, whose name has been immortalised in the scheme of Library Classification invented by him in 1876. He was born in New York in 1851. He graduated in Amherst in 1874 and became L.L.D. of Syracuse in 1902. His library career commenced in his twenty-fourth year when he became the Librarian of his College, Amherst. In the second year of his library career, he founded the American Library Association and published the first edition of his Decimal Classification, which has now reached the twelfth edition and is used in 14,000 libraries. It has also been adopted by the Brussels Institute for international purposes.

FIRST IN EVERYTHING

Dr. Dewey was first in everything connected with librarianship. In addition to founding the American Library Association, he started the *Library Journal* and the Library Bureau as early as 1876. Through the Bureau he was the first to standardise most of the library fittings and furniture used in America. In 1883, he became the first Professor of Library Economy of the Columbia University, and established the first School of Library Science. In 1886 he inaugurated another Library Periodical under the title *Library Notes.* In 1891 he published his *Library School Rules* which gave us for the first time the standard library handwriting and many of our most useful card forms. In 1905 he took part in the inauguration of the First Travelling Library. He retired in 1906, prematurely, and settled down at Lake Placid.

LOYALTY TO IDEALS

His main passion was for organisation and efficiency. He was always vigorous, affectionate, and susceptible to new ideas, with width of view but unswerving loyalty to his own ideals.

HIS INTEREST IN INDIA

In December, 1930, he sent a message to the First All-Asia Educational Conference, beginning with the characteristic words, "In a life full of inspirations, I still found a new thrill in reading your notice of the Library Service Section. All nations are coming to understand rapidly that we shall never attain a better world merely by Law, Police and Soldiers. Somehow we must make people prefer the better things and that is Education. I have for over fifty years been preaching the gospel that the schools are only half of education and that the corner stone of the second part is the Public Library. Give the message of warm congratulations to your All-Asia Educational Conference It is the beginning of a movement certain to grow steadily in usefulness to the great people who live in the countries which were the cradle of human race."

HIS SWAN-SONG

The present writer, who had the pleasure and privilege of corresponding with him at times heard from so late as October last, but there was no indication that he was to reach his end so soon. The

burning passion which he entertained for his Decimal Classification can be inferred from the buoyant—alas! it has now turned out to be tragic also—words with which he recently converted the authorities of the Library of Congress to the plan of printing the Dewey Numbers on the Congress Catalogue Cards. His closing words were, "When I see the Decimal Classification Numbers appearing on the Library of Congress Cards, I shall be ready for the Nunc Dimittis." The Dewey Number has appeared in the Congress Cards and Dewey has departed true to his word.

S. I. T. U. PROTECTION FUND
NEW BYELAWS.

Notice is hereby given to those concerned that the following new byelaws are now in force regarding the payment of the entrance fees in instalments.

1. New members be allowed to pay the sum of Rs. 4 (Rule 6) in instalments of not less than Re. 1 a month, but they will be entitled to the benefits of the Fund from the date of completely paying up the sum of Rs. 4; provided the 4th rupee is paid within six calender months of the first payment, or within the Calendar year, whichever is earlier. Otherwise the amounts paid shall be forfeited.

2. The Board has resolved that this byelaw be applicable also to those who have made part payments; but they shall, as a special case be allowed to complete the payment of the 4th rupee till the 31st of March 1932.

List of Members—(*Contd*)

726 Mr. C. K. Natesa Gounder, Asst. Tamil Pandit, M. H. School, Coimbatore.
727 ,, K. Ananthappan, Asst. Municipal Higher Ele School, Coimbatore.
728 ,, S. Natarajan Asst , Municipal High School, Coimbatore.
729 ,, T. S Subramaniam, Teacher, Mahajana High School, Erode.
730 ,, M. V. Srinivasan, Asst., Board High School, Uravakonda.
731 ,, K Venkatasubramaniam. Asst., P. S. High School, Mylapore.
732 ,, A. Rama Iyer, Lecturer, National College, Trichinopoly.
733 ,, B. Krishna Rao, Asst , Board High School, Uravakonda.
734 ,, W. Nagaraja Rao, Drill Master, Board High School, Wandiwash.
735 ,, S. Srinivasan, Asst., Board High School, Wandiwash.
736 ,, P. R Srinivasan, Asst., Board High School, Wandiwash.
737 ,, C. S. Ramamritam, Asst., T. T. V. High School, Madras.
303 ,, C. Swaminathan, Asst , Danish Mission High School, Tiruvannamalai.
738 ,, T C. Parthasarathy, Asst., Hindu High School, Madras.
739 ,, K. Y. Rama Sarma, Sans. Pandit, N. S. M. V. P. S. High School, Devakottai.
740 ,, R. Balaji Rao, Asst., Do Do
741 ,, R. Duraiswamy, Asst. Do Do
742 ,, S. Ramachandran, Asst., Corporation Boys' School, Mylapore.
743 ,, A. Kothandaraman, Asst., St. Bede's European High School, Mylapore.
744 ,, S. Anthonimuthu Chettiar, Asst., Do Do
745 ,, S. Lakshmikantan, Asst., P. S. Higher Ele. School, Do
746 ,, R. Suryanarayanan, Asst., Board High School, Dharapuram.
747 ,, A. Narasimha Rao, Asst., Municipal High School, Villupuram.

Triplicane,
11-2-1932

R. Ramakrishnan,
Hon. Secretory.

GLEANINGS

EDUCATIONAL FUNCTION OF RADIO

William John Cooper
United States Commissioner of Education
(From Education by Radio, 24th Dec. '31.)

At the outset I desire to discuss some misunderstandings which, I feel sure, are now retarding the use of radio in the classroom. The first of these is the fear of classroom teachers that radio may displace them. Teaching is more than merely passing out subject-matter. The radio will supplement but never displace the classroom teacher.

The second misunderstanding seems to consist in a vague notion that somehow or other radio will provide a royal road to learning. It also must be dispelled, for it likewise is based upon a failure to comprehend the essential nature of the educational process.

I shall suggest some principles as a basis of our discussion here. The first is that education is something to be achieved, not something that can be given to one.

Second, since we know all children are different and may differ one from another markedly, radio programs prepared for an average child will not do equally well for slow or bright children.

My third suggestion is that since some people are eyeminded and some earminded, radio programs should be more successful with the latter group than with the former. Accordingly the radio may become a major tool in the education of adult illiterates.

We should next agree, if possible, on checking the effectiveness of our instrument, the radio, upon an accepted program before investing much money in time and equipment. First, we must have a group of co-operating schools under a unified administrative control. The effectiveness of the work could be checked, and, so far as subjectmatter or facts are concerned, we should get fairly reliable and accurate results. It would be ideal if a state department could undertake a project of this magnitude. The Ohio School of the Air is the nearest approach we have had to this situation.

Next to a group of schools under a single administrative control, we need a central organization to prepare programs suitable for school use and bring them to the microphone.

The third item I suggest for your consideration is a determination of the school fields in which we should conduct these experiments. In order to do this quickly, I suggest some organizing principles. One would be subjectmatter fields, and another, levels of instruction.

Radio programs for the elementary school would serve two purposes: to supplement the usual curriculum, and to furnish poor and mediocre teachers with examples of good teaching.

Another type of experimental program in this field would consist in having children who have learned to read children's selections well, read those selections to inspire other children.

In the junior high school there are still greater possibilities for radio. This school is a new institution. It has a chance to develop free from traditions, for it is free from any European ties.

HINTS AND COMMENTS ON THE S. S. L. C. (A—GROUP) SYLLABUS IN GEOGRAPHY

Having finished the Southern Continents and North America in Form IV, the pupil takes up Eurasia for study in the Vth Form He is now concerned with learning the Geography of the Old World which has a long historical background and a complex social, political and economic life. He now completes his knowledge of the terrestrial whole by making frequent comparisons between the regions of Eurasia now

studied and the corresponding regions in the other continents. Moreover, he rounds off the study of the Home Country in this class. Hence, one full year has to be devoted to this part of the syllabus.

We shall discuss in this article the treatment of the subject-matter, cutting it up into lessons at the same time. As has been pointed out in the previous article, about 50 periods in the year will be available for the subject at two periods per week: and of these about 32 lessons can be devoted to the General and Regional Geography of Eurasia, excluding India for which about 18 lessons may be required.

The study of the relief and rivers of Eurasia would need three lessons not only on account of the size and complexity of the double continent, but also because similarities and dissimilarities with North America have to be brought out fully. Further, position and surroundings, though not mentioned in the syllabus, will have to be dealt with at first.

The climate study of Eurasia is typical of the method that should be followed in this class For, all the climatic principles, established concretely and inductively in the study of the other continents find their application and revision in this continent. Comparison with North America in this respect is particularly interesting and profitable In presenting a picture of the natural regions of Eurasia, the close correspondence with those of North America and of the southern continents should be emphasised, so that a generalised view of the natural regions is obtained according to the particular conditions of location. By such frequent comparisons the general principles of Geography are well driven home, while automatic revision of facts and topics regarding the continents already studied is carried out. Five lessons are suggested for the climate and natural regions of Eurasia, thus making up a total of 8 lessons for the General Geography of Eurasia.

In treating the regions one by one the necessity for proportionate treatment cannot be sufficiently emphasised. For one thing, the portion will have to be finished within the available time; and this can be done only by the teacher confining himself to the salient points and the fundamental and characteristic features of each of the regions, and not by being tempted into a systematic and exhaustive treatment of them. It has to be remembered that the A-group syllabus is meant to be an outline study, with an emphasis on the essentials only.

In the *British Isles* the influence of the sea and the climate on the life and activities of the people and the industrial regions and their outlets are the topics for special study; and three lessons are suggested for the region.

In the *Western Mainland of Europe*, each political unit, while possessing certain common characteristics, stands out distinctively for a particular type of activity which should receive special treatment. For example, France is both an agricultural and an industrial country; and the conditions making for the difference should be brought out. Again the location of the country on the overland route to the East is important. The industrial character of Belgium, the colonial and maritime activity of Holland, parts of which had to be reclaimed from the sea, the co-operative dairy-farming of Denmark, and the industries, forestry and agriculture of Germany are aspects to be stressed. Three lessons are suggested for this portion, one each for France and Germany, and one for Belgium, Holland and Denmark together.

In the *Scandinavian Peninusula*, the lumbering industry and the use of water-power in Sweden are important. In the border states of the Baltic margin, we find outlet areas cut off politically from their natural hinterland in Russia. Two lessons will do for this *Baltic Region.*

In the *Central Highlands of Europe*, the minerals and industries of Czecho-Slovakia, the farming of the Hungarian plain, and the use of water-power in the Alpine region are aspects of study needing emphasis; and three lessons are suggested for the areas.

In the *Mediterranean Region*, plant adaptation to conditions of summer drought and culture of fruits and cereals, studied with reference to other similar parts of the world would be revised and summarised. The effects on the life and activities of the people of the lack of coal in the Iberian mineral area and the presence of water-power in the fertile Lombardian plain afford very interesting studies in contrast which should be brought home to the pupils. The historical importance of Rome and Italy should not be lost sight of Not more than three lessons would be required for dealing with this region.

The *South-West Lands of Asia*, sometimes called the Land of the Five Seas, is a region of plateaus and deserts, and has been important through the ages as an overland highway between the East and the West. Turkey lies in this region; and the one alluvial plain here, Mesopotamia is being rapidly developed after the Great War. Two lessons would be enough for dealing with this area.

Central and Northern Eurasia contain fertile wheat and pasture lands in South-Eastern Europe, desert areas in Central Asia, and the tundra, the temperate forest and the temperate grassland in

latitudes corresponding to those of similar regions in North America. But the contrasting development in the two continents, due to the *difference* in the human factor, needs to be well brought out. Only two lessons are suggested for all this wide area.

China, Japan and Indo-China (including the *East Indies*) are all monsoon lands with a large industrious population, though of them Japan alone has developed industrially. Six lessons are suggested for these lands at two for each.

This distribution makes up a total of 32 lessons so far.

For obvious reasons *India* has to be treated in greater details, and 18 lessons are suggested for its study as shown below:—Three for position, relief, etc., four for climate, etc., two for vegetation and animals life, one for peoples, one for occupations and industries, one for trade, transport and seaports five for the survey of the provinces and states and one for Ceylon.

The present fifth form pupils who had to follow the original syllabus last year in the fourth form have already done the Geography of India, and for them this portion is a matter of revision. The time thus gained would not, however, be enough for completing the Americas, which according to the present syllabus is to be done in the fourth form and which was not done in that class last year. Hence, as a special case this year a part of the fifth form syllabus will have to be carried to the sixth form next year. It can, however, be easily finished then, as the amount of work to be done in that class will occupy only half the year (as will be shown later), and even that is practically revision of the portions completed in previous years, being but "posting up in the ledger."

As regards the method of treatment, suggestions made in the previous article, regarding map reading, map-filling and map-correlations, hold good here also. Other aids to teaching such as pictures, readings, statistics, etc., will all be used, making the treatment realistic and interesting.

In the next article the syllabus for the sixth form will be taken up and discussed similarly, after which teaching notes will be given in each number of the Journal on important topics in the syllabus. Queries regarding doubts and difficulties will also be answered.

N. SUBRAHMANYAM, M.A., L.T

(From the Journal of the Madras Geographical Association.)

To our Readers.

It is proposed to publish in the current volume a series of articles on the different aspects of Secondary Education. Mr. N.S. Subba Rao, M.A., Bar-at-Law, Director of Public Instruction, Mysore, has been kind enough to write the introduction to the series and his article on "Secondary Education" appears on page 49 of this issue.

The theme for the succeeding numbers of this volume will be (1) The scope and content of the curricula of studies in secondary schools. (2) Examination and its effects. (3) Inspection of schools. (4) The place of History and Geography in the Secondary School. (5) The place of Science in a secondary school curriculum. (6) Moral and Religious Instruction. (7) Physical Education. (8) Co-education. (9) Sex Hygiene as a school subject. (10) Language Teaching with special reference to English. (11) Manual Training. (12) The extra curricular activities of a school.

The theme for March will be *The Scope and content of the curricula of studies in a Secondary School.* Contributions from our readers will be thankfully received. We hope we will have the co-operation of our readers in the task we have undertaken.

NOTES

1. A HEADMASTER HONOURED.

An interesting function took place in the Muthialpet High School, when Mr. R. G. Grieve, Director of Public Instruction unveiled the portrait of Mr. V. Sitapathi Naidu, B A., L.T., the Headmaster of the Muthialpet High School. Mr Grieve in associating himself with the sentiments expressed by the staff of the Muthialpet High School paid a glowing tribute to Mr. Naidu's qualities which have made him indeed a very successful Headmaster. The occasion marked the completion of 20 years of Mr. Naidu's Headmastership in the school. It might be remembered Mr. V. Sitapathi Naidu, was a member of the last S. S. L. C. Board.

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2. SCHOOL DAYS.

The Founder's Day and the Prize distribution of the Sir P. S. Sivasawami Aiyar's High School, Tirukattupalli, came off on the 7th instant. Mr. K. Balasubramania Aiyar, Advocate, Mylapore, presided. In the course of his presidential address Mr Balasubramania Aiyar said, "Looking at the whole problem of the management of secondary schools, it is absolutely necessary that there should be a permanent organisation in which should gather all the representatives of privately managed secondary schools and they should consult together about the various problems that await solution at the hands of the managers and enlighten each other as regards their views. It would also be a medium of ventilating their requirements and grievances to the Department and also appealing to the public for greater interest and enthusiasm in many directions for the cause of secondary education." May we hope that managements of aided secondary schools will take up the suggestion and avail themselves of the opportunities that the S. I T U. will be offering them in May when the 26th Provincial Educational Conference meets, and come together and confer on the various problems that they have to face.

The "Mothers' Day" and "distribution of prizes" to the school children of the Presidency Training School for Mistresses, Egmore, came off in the school hall on the 5th instant. The function marked the 61st Anniversary of the school. Dr. Muthulakshmi Reddi presided. An interesting programme of music, recitation, drill, dancing, and a short drama, made the evening very enjoyable. Over 500 mothers were present.

The Anniversary and prize-giving function of the Board High School, Jagayyapet, came off on the 29th January, Mr. Hari Peraiah Sastry, D.E.O., Kistna, presided.

At Perundarai, an Old Boys' Association was inaugurated. A badminton tournament was conducted under the auspices of the Association and Mr. T S. Krishnamurthy Aiyar, M.A., L.T., District Educational Officer, Coimbatore, presided, and distributed the medals to the winners.

The thirty-second Anniversary of the Elementary Teachers' Association, Erode was held on Saturday the 29th January. Mr. T.S. Krishnamurthi Aiyar, District Educational Officer, presided.

ELEMENTARY TEACHERS' CONFERENCE

The Eighth Conference of the Elementary Teachers' Association, Ramnad District, will come off on the 2nd and 3rd of April 1932 at Tiruvadanai (near Sivaganga Ry.). Mr. A. Rama Aiyar, National College, Trichinopoly has agreed to preside over the conference An Educational Exhibition is also being arranged. Messrs. R. Govinda Naick and Lakshminarayana Aiyar of Tiruvadanai are the Secretaries of the Reception Committee.

The First North Malabar Educational Exhibition and Conference was held at the Government Girls' High School, Cannanore on the 20th and 21st January 1932 The Hon'ble the Minister for Education opened the Exhibition, which, though the first of its kind in North Malabar, was a complete success.

The Conference was presided over on the first day by Rev. A. Streekeisan, Principal of the Malabar Christian College, Calicut, and on the second day by Mr. A. V Krishna Menon, Principal of the Zamorin's College, Calicut Besides lectures and model lessons, there was a show of Kalari or Malabar indigenous system of gymnastics given by the son of the Rajah of Chirakkal.

Mr N. Subramanyam M.A., L.T., F R.G.S., Lecturer in Geography, Teachers' College, Saidapet, who was specially invited for the occasion, delivered lectures on both the days on the recent developments in Geography and its Pedagogy

He also delivered lectures at the Training section of the Government Brennen College, Tellicherry on the Teaching of Geography in Middle

schools, and at the Malabar Christian College, on the place of Geography in Education.

We congratulate *The School Master and The Women Teachers' Chronicle* on its sixtieth anniversary. Its first issue appeared on the 6th June 1872. Its then title was "The Schoolmaster and Educational Advertiser, an Educaitonal Newspaper, Review and School Board Record". It was then "the only weekly paper entirely devoted to the interests of the scholastic profession" In the correspondence columns of the first issue Mr. Henry Major, B. A., writes: "God speed! since it will, rightly used, be a lever to make the teachers' office and position more respected, his emoluments more respectable, his future more assured, his present more independent, himself more self-reliant". Anyone who has been watching the progress and growth of the National Union of Teachers, England, of which *The School Master* is the official organ, will bear testimony that the expectations of the correspondent have been amply fulfilled in every respect. In his message of congratulation to *The School Master*, The Right Hon'ble Sir Donald Maclean, M.P., President of the Board of Education says, "The work, the paper has done in cementing professional unity has, in its ultimate results, been a powerful factor in building up the established position which the teacher now holds in the life of the community." We wish the journal all success and in doing so it is our earnest wish that the journal would hold aloft the flag of the teachers for many more years.

THE MADRAS GEOGRAPHICAL ASSOCIATION

Summer School of Geography, April, 1931.

It is proposed to run under the auspices of the Madras Geographical Association a Summer School of Geography in the Geography Department of the Teachers' College, Saidapet, from Monday the 4th April to Saturday the 30th April, 1932. It is primarily intended to give training in Practical Geography to teachers of Geography in High Schools, who were not recently trained in the subject.

The Summer School undertakes to provide for the teacher who has already had grounding in Geography work the training which would normally require two terms' work, in the course of a short period, by means of intensive effort along a concentrated course of studies, judiciously chosen for their value and importance from the point of view of the teacher. The course will consist mainly of practical Work, Field Work and Excursions, and will present the salient points in such essential matters as map-making, map-reading and map-correlations, the study of land forms, climate and weather, use of graphic methods and statistics and construction of diagrams, models and appliances. A course of training in Elementary Surveying will be given by an Instructor from the Engineering College and a few general lectures, illustrative of geographic method and view-point, will also be delivered.

The increasing recognition of Geography as an educational subject, both in the College and the High School, more especially the inclusion of it in the re-modelled S. S. L. C. Course both as a compulsory and an optional subject, have made it incumbent that those who handle the subject shall get up now that amount of practical training, which they will not for some time to come get otherwise. Only so will the teacher be in a position to handle the subject competently in the class and come up to the mark. It is specifically to provide this opportunity that this Association has undertaken to have another Summer School this year.

It is notorious that much of what passes for Geography is only book work, and it is to counteract this tendency and to inculcate the right methods and give training in them that this Summer School is undertaken.

It is expected that, Principals, Headmasters and Management will, in the interests of efficiency of Geography teaching in their institutions, provide all the necessary facilities for their Geography teachers to come to Madras and undergo training in the Summer School. The number proposed to be trained is 60.

A fee of Rs. 15 will be charged for the entire course. This amount should be remitted to the Secretary, after receipt of the intimation of selection, so as to reach him not later than the 5th March, 1932. Those whose fees are not received by that date cannot have their seats guaranteed.

Lodging and Boarding for those that require it will be arranged in the Teachers' College, Saidapet, and the probable expenses will be Rs. 20 for the whole period, payable in advance Those wishing to stay in the Hostel will remit this amount to the Secretary. Only vegetarian food will be provided Special arrangements will be made for accommodating lady teachers

Applications are invited, and the applicants such as are selected will be furnished with other details regarding the course. Applications should be addressed to —

The Secretary,
THE MADRAS GEOGRAPHICAL ASSOCIATION,
Gopalapuram, Cathedral Post (Madras)"

so as to reach him not later than the 1st March '32.

MADRAS, N. SUBRAHMANYAM,
15th February, 1932. *Secretary.*

EDUCATIONAL NEWS BULLETIN

(Issued under the auspices of the All-India Federation of Teachers' Associations, by the Association of the Editors of Educational Journals in India.)

Vol. I] 12th February, 1932. [No. 2

PUNJAB

A committee has been appointed to scrutinise the expenditure of the Punjab University and to suggest means of reduction in the same. The committee is reported to have started work.

UNITED PROVINCES

Mrs. Kailash Srivatsava, M.L.C., wife of the Minister of Education is the President of a committee appointed to enquire into conditions regarding the education of girls in the Province and to suggest ways and means of improvement.

A uniform cut of 10 per cent in the salaries of teachers has been decided upon by the Department. The Grants-in-aid to non-Government schools will also be so cut as to bring about a reduction of 10 per cent in the salaries of teachers.

Mr. A. M. Mackenzie, Director of Public Instruction, is keen on introducing the junior Red Cross movement in the schools of the Province.

Dr. Ganesh Prasad, Hardinge Professor of Mathematics, Calcutta University has donated Rs. 22,000 for encouragement of girls' education in the Ballia District.

BENGAL

The proposal of the Syndicate of the Calcutta University to revise the Matriculation Regulations came up before the Senate in the middle of December last. The suggestion that has provoked greatest criticisms is to make the classical language an optional subject for the Matriculation examination. A sub-committee of 12 members has been appointed by the Senate to submit their well-considered opinion on the subject.

The syndicate of the Calcutta University has issued certain instructions to the Principals of colleges as to how they should deal with students who absent themselves on a Hartal day. The lecturer is asked to hold his class even if one student is present and in case of no one coming up he is to wait for ten minutes and then come away marking all the students absent.

BOMBAY

The Primary and secondary teachers in the Bombay presidency held the second Geographical Conference at Baroda during the last Christmas week, when Mr. B. K. Bhate, Commissioner of Education, Baroda State presided. The most important resolution passed by the Conference was to request the University of Bombay to give Geography a place in the syllabuses of the Intermediate and Degree examinations.

The Government of Bombay have officially declared that they would not, at least this year, adopt the recommendation of the Retrenchment committee to make a five per cent cut in the grants to secondary and higher education, thanks to the obstinate fight by the D.P.I. and certain members of the legislature on behalf of the Secondary schools and colleges.

The Governing body of the Deccan Education Society Poona, has directed the retirement of six life members of the Society all of them Professors at the Fergusson

college—for in the opinion of the Governing body they are mainly responsible for the bickerings among the staffs of societies' institutions.

In a recent meeting of the University Senate 30th January to 2nd February the following important resolutions were adopted.

1. That the Engineering college, Poona, be affiliated for three years for B.E. (Electrical).

2. That the Ismail college, Andheri (Bombay), be affiliated for three years for I.Sc. (in Physics, chemistry, Mathematics).

3. That the Willingdon college, Sangte, be affiliated for I.Sc. (in Physics, Chemistry, Mathematics).

4. That Government be requested to discontinue undergraduate teaching in science at the Royal institute of science, Bombay.

5. That the senate appoint a committee to conduct the Matriculation Examination which is at present conducted by the Syndicate.

6. That the Senate accept with thanks the donation of Rs. 10,000, from Mr. D. R. Naik of Bombay for a scholarship to the Indian student who stands first in the Bombay Matriculation, in memory of the Donor's mother.

7. That the Syndicate consider and report on the possibility of the University conducting a hostel for the women students in Bombay colleges.

8. That a grant of Rs. 3,000 be sanctioned for a University Journal.

The Wilson college, Bombay has built a hostel for women students attending that college. It will be soon declared open and accommodate twenty students. Additions will be made to it if there be any more demand. This is the second college in the Presidency to make this provision, the first being the Fergusson college, Poona.

MADRAS

The Andhra Federation of Teachers had their first Conference on the 16th of January 1932, when Dr. Sir S. Radhakrishnan, Vice-Chancellor of the Andhra University presided. The Office-bearers for the current year were elected and the conference passed resolution protesting against the proposed Retrenchment in Education and the abolition of the Arts College, Rajhmundry.

The Syndicate of the Andhra University has accepted with thanks the offer of Sir Alladi Krishnaswami, Kt., of an annual donation of Rs. 1,000, to the University.

The First North Malabar Educational Exhibition and Conference was held at Cannanore on 20th and 21st January 1932. The Hon'ble the minister for Education opened the exhibition. Rev. Streekeisen, Principal of the Malabar Christian college, Calicut presided.

The Madras Geographical Association proposes to conduct a summer school of Geography in the Teachers' college Saidapet from Monday the 4th April to Saturday the 30th April. It is intended to give practical training to teachers of Geography in high schools. The Association also proposes to hold its Annual conference in Madura, about the 2nd week of May. They will then conduct a Refresher course in Geography for secondary grade teachers.

The 24th Provincial Educational Conference will be held in Madura in the 2nd week of May. A Refresher course for Elementary school masters is under contemplation. An Educational Exhibition will also be held.

The Annual meeting of the Boy Scouts Association will be held in Madras on the 27th instant. His Excellency Sir George Frederick Stanley, Chief Scout has kindly consented to preside.

(Continued on page 79.)

THE TEACHERS' BOOK SHELF

AN INTRODUCTION TO BIOLOGY.

Part I Plant Life. Part II Animal Life. Part III Human Physiology, Hygiene and First-Aid. (Author. M. V. Sundaresan, M.A., L.T., Assistant Master, Government High School, Kolar. Price not stated.)

These three books are prepared in accordance with the Revised Madras S. S. L. C. Syllabus in Biology of the Elementary Science course. They are written in a simple and clear style. The treatment is such that it will foster a love of Nature. They are profusely illustrated. The printing is good and the get-up is attractive. We are sure the author will be encouraged.

PHYSIOLOGY, PUBLIC HEALTH AND PSYCHOLOGY

By Charles Banks (Published by Messrs. Macmillan & Co., Ltd Price not stated).

As stated in the preface, the book is intended for the use of students preparing for the Intermediate examination of the Allahabad University. The chapters on Psychology, though the author claims no originality, are written in an easy and simple style and the presentation is clear and lucid. The book will be of very great help to all teachers in general and particularly to teachers of physiology. As a reference book it is very useful.

ELEMENTARY SCIENCE SERIES (S. S. L. C.)

(1) Chemistry—By M. V. Sitharaman, M. A., (pp. 72) Price 0-8-0.
(2) Physiology, Hygiene and First-Aid—By R. Venkataseshiah, M. A., (pp. 84)—Price 0-8-0.
Publishers: Messrs. G. Srinivasachari & Co., 13, Narasingapuram St., Mount Raod, Madras.

These are the 3rd and the 4th volumes in the Elementary Science Series published under the general Editorship of Mr. M. S. Sabhesan, M. A., Lecturer, Xian College, Madras. The earlier volumes have already been reviewed in the columns of these pages. It is enough to say, that the authors have strictly adhered to the guiding principles set forth by the Editor in his preface. The volumes before us are in every respect fine text-books.

CHEMISTRY—By F. F. C. Edmunds, Published by Messrs. Longmans Green & Co., Ltd., Mount Road, Madras. (pp. 108). Price 0-8-0

This little book is written in accordance with the revised S. S. L. C. syllabus of the Chemistry part of Elementary Science. The author has borne in mind that the time available for teaching the subject is very limited and has admirably succeeded in presenting the limited material 'into a continuous story' unfolding the subject in as orderly and interesting a way as possible. Each chapter is followed by a summary and useful *questions bearing on the topic treated.* The illustrations are copious and neatly drawn.

THE PROGRESS OF EDUCATION
(Vol. 8. No. 7. Jan. '32. Poona.)

The journal rightly opens with an extract from the Research Bulletin of the National Education Association U. S. A. "On what is a profession" and as if to show that the All-India Federation of Teachers' Associations is a professional body, the succeeding pages are devoted to a clear and concise account of the 7th Conference of the All-India Federation of Teachers' Associations, held in Bangalore in December 1931. The notes on current topics form very interesting and sprightly reading.

THE PUNJAB EDUCATIONAL JOURNAL
(Vol. 26. No. 11. Feb. 1932.)

Published by Rai Sahib M. Ghulab Singh & Sons, Lahore; Editor, J. E. Parkinson, Esq., M.A., I.E.S.

Among the interesting articles to be found in the pages of this Magazine are:—"The Light of the Home" by F. L Brayne, M.A., I.C.S., Commissioner, Lahore division with whose experiments in the Gurgaon district our readers will be familiar; Radio in the classroom, by Jagadesan Kumarappa, M.A., and the Presidential Address of Prof. P. Seshadri, B.A., at the Third Punjab Teachers' Conference held at Ludhiana on the 17th December 1931. The Editor commenting upon the conference and particularly on the resolution appointing a committee to study and report on new educational experiments suitable for introduction in the Punjab, says that these resolutions beyond expressing the dissatisfaction of teachers with present methods could not lead to any solid achievement but hopes that the report of the committee will if published, be a valuable document. General educational news, and news from the Punjab, and the report of the Punjab Geographical Association are included.

THE JOURNAL OF THE MADRAS GEOGRAPHICAL ASSOCIATION.

(Vol. 6 Nos. 3 & 4 October 1931-January 1932)
Single copy Rs. 2.

This is an attractive double number, specially prepared so as to contain a full and complete account of the Second Geographical Conference held at Palghat during May last. 17 papers submitted to the conference are included in this number. All of them relate to Malabar. The Geology of the Palghat gap, the Meteorology of Malabar, Forest Flora of Malabar, Irrigation in Malabar, Markets for Malabar, produce, cottage industries of Malabar, Health of Malabar, Transport and communications in Malabar, are some of the titles of the papers incorporated in this issue. The Journal is profusely illustrated. It can well be said that this issue of the Journal will be found to be very useful being a mine of information about Malabar.

The Journal is published by the Madras Geographical Association from Gopalapuram, Madras. It is issued 4 times a year and the annual subscription is Rs. 8 for non-members of the Association and Rs 4 for members. We feel that this is a Journal that every secondary school should have.

THE NEW ERA JAN. '32.

This number is devoted to the consideration of different aspects of the science course in schools, by different contributors. It will be useful for our readers to acquaint themselves with the remarks of Prof. Julian Huxley on "Biology a cultural subject." Other contributors who deal with a general science course emphasise the need for introducing the Biological topic. The question has been clearly reviewed in the comments under the outlook tower by Winifred C Cullis The need for teaching of Biology is referred to as follows:

Modern society is lamentably ignorant of the basic principles of the Biological sciences. It seems strange to have reared a race that knows far more about motor mechanics than about Human Physiology. The schools dare not leave this state of things to write itself, for it is not only an anomally but a menace. A mechanically-minded generation has made life more wearing to nerve and tissue. It is now up to the schools to ensure a Biologically-minded generation, who will counter this wear and tear by a proper knowledge of the principles of good living.

THE PACHAIYAPPA REVIEW

Schools which are keen on running magazines of their own should be encouraged to continue their efforts successfully. This work brings together teachers and pupils and it will go a great way towards improving the atmosphere of the school. The "Pongal" number of the "Pachaiyappa Review" published by Pachaiyappa High School, Chidambaram, contains articles of varied interest and the editorial Board deserves to be congratulated on the choice of material. While attention is paid to the formation of character of pupils, the Board has taken care to give in simple language a clear idea of the present-day movements and problems such as Disarmament, Reparations and Manchurian tangle. The cartoons and jokes have not been left out and the reader can have a hearty laughter.

(Continued from page 77.)

MYSORE

Under the auspices of the Kadur District Scout council a Rally of Rovers, Scouts, and Cubs was held on 18th and 19th January 1932, when the Deputy Commissioner, Kolar District, presided.

The monthly scout Rally of the Rovers, held at the Cubbon Park, opposite the Public Offices, Bangalore, on 31st January, Scouts, and Cubs of Bangalore City was 1932, at 5 p.m., under the Presidentship of Sir Mirza M. Ismail, Kt., C.I.E., O.B.E., Amin-ul-mulk, Dewan of Mysore. Nearly a thousand scouts were present.

The Investiture of the Nandygrood Rovers came off on 31st January 1932, under the presidentship of Mr. Kenneth B. Tylor, of the Kolar Gold Mines. Nearly 200 Rovers, scouts, and cubs took part in the displays.

VIGILANCE COMMITTEE (S.I.T.U.)

[We publish below a circular letter and a questionnaire issued by the convener of the Vigilance Committee and request teachers to supply them with the necessary information. Ed.—S. I. T.]

Dear Sir,

The vigilance committee of the S. I. T. U. in pursuance of resolution No. 6 of the Palghat Educational Conference held in May last, think it desirable to prepare a memorandum on the working of the contract system in schools and on the measures necessary to make the contract system acceptable to the teaching profession with a view to its being presented to the Director of Public Instruction and to the Ministry of Education in the Government of Madras.

In order to facilitate the preparation of the memorandum, the statement in the following pages is herewith issued for favour of reliable replies to the 14 points raised. Where the interests of more than 5,000 teachers in nearly 300 aided mission and non-mission schools are involved, it is earnestly requested that Headmasters and Secretaries will co-operate with the vigilance committee in the task of making out or demolishing the need for professional agitation *re*-service conditions of teachers.

On the response to this will depend the work of the Vigilance committee in the direction of getting redress for professional wrongs.

May I therefore request you to fill in the statement and send it to me as early as possible.

Yours sincerely,

(Sd) S. T. Ramanuja Iyengar.

Statement Re. Contract at work in '30—'31.

1. Name of school.
2. Place of school.
3. District.
4. Aided-Mission or Non-mission.
5. Deficit—Surplus—School.
6. Committee—Individual—Management.
7. No. of Teachers.
   (a) L T.'s
   (b) Secondary grade.
   (c) Elementary grade.
   (d) Instructors.
   (e) Pandits.
   (f) Untrained.
8. Scales of salaries.
   (a) L. T. scale.
   (b) Sec. Grade scale.
   (c) Ele. grade scale.
   (d) Instructors scale.
   (e) Pandits scale.
9. Leave Rules.
   (a) Casual leave.
   (b) Sick leave.
   (c) Privilege leave.
   (d) Loss of pay leave.
   (e) Special leave.
10. Tenure. (No. of Teachers).
    (a) Permanent.
    (b) Probationary
    (c) Temporary.
11. Terms of Termination of Service.
    (a) Period of notice.
    (b) Salary in view of notice.
    (c) Summary.
    (d) After warning.
12. Cases of termination.
    (a) by management at the end of the year.
    (b) by management in the middle of the year.
    (c) by teacher at the end of the year.
    (d) by teacher in the middle of the year.
13. Cases of hardship.
    (a) Delayed payment of salaries.
    (b) Cuts in salaries.
    (c) Bogus salaries.
    (d) Differential treatment.
    (e) Communal Disabilities.
    (f) Extra work.
    (g) Overwork, for long hours.
    (h) Restrictions on public work.
    (i) Restriction on private work.
    (j) Restrictions on Dress.
    (k) Absence of facilities, for self-Education.
    (l) Absence of the Government System of warnings and enquiry before discharge
14. Suggestions for improving the contract.

EDITORIAL

The Problem child: Teachers who are attached to the conventional curriculum in our schools complain that it is becoming increasingly difficult to maintain discipline in the classroom. They are slow to perceive that the outlook of schools has been rapidly changing. They cling to the old notion that the boys in the classroom should be mere passive recipients and that any attitude other than "attention posture" is a breach of discipline. These are days of education through activities and any one, unacquainted with the modern trend in the educational world, would be tempted to look upon the apparent disorder in the twentieth century classroom with horror. It is high time that teachers should cease to think of the old times. They should earnestly try to study the causes which may be really responsible for the puzzling and erratic behaviour of a number of children. It is their duty to understand the reason for the determined indifference to school work noticeable in a number of pupils. Modern schools receive pupils from all strata of society and with the further expansion in the direction of universal, free and compulsory elementary education which will keep the pupils at school irrespective of their fitness, the percentage of pupils that will prove a problem to the authorities of the school is bound to increase. Social work which is being systematically carried on in America shows that an explanation for the maladjustment will have to be sought in social and psychological factors. Under such circumstances the use of the rod should be done away with altogether, if the teaching profession should not be regarded as bankrupt. A perusal of books containing "case studies" of problem children reveals that the peculiar behaviour of children may be due to "parental attitudes" or to a feeling of inferiority impressed upon them, or to misdirected sexual impulses. In many cases such behaviour is associated with bodily defects such as the enlargement of tonsils. What is therefore needed is a sympathetic understanding on the part of teachers and parents. A gentle attitude, a slight change in the course of studies, medical help, provision for outdoor activities, and an encouraging or appreciative word have been found to effect real improvement in several cases. Severity, intimidation, and abuse should be regarded as foreign to the school atmosphere since they are sure to ruin the child. The practice of dubbing certain pupils as failures and of constantly holding them up to ridicule stands self-condemned on pedagogic grounds. The observations of Dr. William Burnham will be appreciated by all teachers who are sincerely anxious to do their best for the children: "From continued success through many years an attitude of confidence is developed. On this, largely, morale depends, and in many cases a single marked success goes far to produce it. This stimulus of success is an essential condition of normal development and mental health. Continued failure, on the other hand, is liable to develop an unsocial attitude, the shut-in-personality, and to plant the seeds, perhaps, of mental disorder. . . . . The teacher's business is to see to it that every child, at some time and in some way, in some object, achieves a marked success and that sometimes they get an honest gauge of themselves by failure. . . The business of the social worker also in large part is to give concrete tasks to those who are chronic failures, to give the opportunity for success so that the stimulus of success may be a help to further activities." An idea of the intricate and complex nature of the problem of the problem children and of the various measures adopted in America to save them may be gained from the interesting note of Prof. H. W.

Nudd attached to the book on "Problem child in schools" by Miss M. B. Sayles.

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Mass of drones: Nothing less than a silent revolution seems to have been effected in the educational system of Bulgaria by the Agrarian Party returned to power in 1920 with a thumping majority. Persons who had visited Bulgaria think that the reformed educational system is better suited to the conditions in Bulgaria. The credit for this great reform should go to Mr. Homerchefsky, the Minister for Education and teachers all over the world will be very glad to learn that this reformer was a village schoolmaster. He should have distinctly understood what Bulgaria needed and he has proceeded with the task of reform in no halting manner. A place in the ministry was regarded by him as a real opportunity to give effect to the ideas which, he believed, would raise the efficiency of the educational system. It seemed to him psychologically unsound that all the children of Bulgaria should be sent to one type of schools. He realised that the future generation should be trained in such a variety of ways as to suit the variations in the life of the people. The spirit behind the reform is easily understood from the following passage in his official note: "The school had no contact with life. The intelligensia hated labour. . . . . They formed a *mass of drones*. They were willing to eat but they would do no work. This had to come to a stop. If it were to persist, Bulgaria would become poorer and poorer. The school must take a leading part in the change. The programme must be directed toward labour. Love for labour must be encouraged in every school".

The history of modern education in Bulgaria is, therefore the history of education organised by a government "of the farmers, by the farmers and for the farmers". Opinion may differ as regards the soundness of forcing a cut and dry scheme to be worked in schools in all its entirety. But this is far better than a scheme which does not deserve to be called a scheme and which has no conscious purpose at its back.

The chief point about the educational programme in all stages is the recognition of the fact that education should have a definite purpose and should be naturally related to life. It has to be stated in fairness to the reformer that the liberal or cultural side has not been neglected. The load is more or less well-balanced. Objection may perhaps be rightly taken to the attempt made to govern the details of instruction in the classroom by regulations. It is a matter for satisfaction that direct representation is extended to teachers in the National Council and the Executive Committee which are to assist the minister in the framing of laws and regulations.

The elementary stage extends over a period of seven years, the first four years forming the primary stage and the remaining three years forming the pro-gymnasium stage. The period of compulsion extends to seven years. The secondary stage covers a period of five years and comprises two periods. The Real school is the beginning of the secondary stage and extends to three years. All pupils follow a common curriculum in this period and the latter period of two years forms the Gymnasium which offers special courses. Pupils leave the secondary school about the nineteenth year. It may be worth while to have an idea of the educational load of the Bulgarian boy since we are frequently told that the load is heavy in the case of pupils in our secondary schools. A secondary school boy studies in the first three years at the Real School the following subjects: Bulgarian, Foreign language, Mathematics, History, Geography, Physics, Chemistry, Natural Science and Hygiene, Economics, Drawing, Manual training, Singing and Gymnastics. All subjects are not taught all the three years and the periods allotted to each subject vary. When the pupils reach the gymnasium stage

instruction is continued in most of these subjects but the number of periods is changed so as to suit the requirements of special courses. One may perhaps imagine from the large number of subjects included in the courses of study that nothing more than a smattering knowledge is perhaps attempted. But a perusal of the detailed syllabuses which Dr. Russell has chosen to give in his book on "Schools in Bulgaria" shows that the instruction attempted in our presidency is decidedly inferior. The Bulgarian boy will be at the top class of the Real School at the age of sixteen and the course in Natural Science, for instance, undergone by him during his stay at the Real School includes a knowledge of Botany, Zoology, General Hygiene and Geology. A more detailed knowledge of the different groups of plants and animals in addition to a knowledge of structure and function is expected and pupils are required to do practical work. A special feature of the educational system is the system of vocational schools, lower and higher. The former is open to the graduates of the pro-gymnasium and offers a course of three years. The third year of the course is in the nature of an apprentice course. It is noteworthy that students in the lower vocational schools are paid 5 *leva* a day which will pay the cost of board and room. Students are also likely to get a share of the net-profit from the sale of the products of schools. The higher schools are fewer and the course lasts for five years. The *moving school* is an interesting device and short courses followed by demonstrations are offered at different villages to improve the condition of the masses. The problem of the staffing of the vocational schools is attempted to be solved by affording facilities to teachers of the traditional school to get themselves trained in some vocational course or other.

Another curious feature is the method adopted to make people realise the dignity of labour. One week is set apart each term as a "labour week" and both teachers and pupils are required to engage themselves in manual labour, such as cleaning the school yard, planting trees, preserving historic relics, collecting specimens for use in schools and so on. One half-day is set apart each week to continue the work begun in the Labour week and left unfinished. This labour week is treated as study-time.

A reform of such a radical nature could not have been accomplished without encountering strenuous opposition from different quarters. Teachers are by temperament and tradition prone to be conservative and the Minister for Education should have found teachers not quite so enthusiastic about the reform. This is plain from the following observation of Dr. Russell in his book. "Water cannot rise higher than its source, and in the same way, one cannot expect educational results beyond the powers and the capacities of the teachers. The teachers who worshipped the old intellectual standards could not be expected to change front in a day." The moral is obvious.

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The Way out: We understand that the Director of Public Instruction has called upon the District Educational Officers to get the opinion of Headmasters and Teachers' Guilds in their respective districts on the different aspects of the S.S.L.C. scheme mentioned in his questionnaire. Opinion is solicited on the following points:—The retention or abolition of the C. Group; the inclusion of Algebra and Geometry in Elementary Mathematics; the modification of the syllabuses in History and Geography and Elementary Science; the retention of the B-Group; and the effect of the new scheme upon the teaching of science in schools. The question of the B-Group is of no consequence since it is an open secret that no facilities exist to satisfy the provision for compulsory instruction in Manual training. As for the last item, it is too soon to express any opinion on this broad question. We

doubt whether, in the revision of the old scheme, the framers had in their mind any special solicitude for the improvement of science teaching in schools. If the opinion be fairly unanimous for the abolition of the C-Group, the case for any further lightening of the syllabuses in Elementary Science, History and Geography will not be strong. There is a feeling with one section of teachers that the lightening due to the abolition of the C-Group may be taken advantage of in revising the syllabus in Elementary Mathematics so as to make the ground clear for students intending to select Mathematics in the University course. We shall not be surprised if this section even welcomes a lightening of the syllabuses in Elementary Science with a view to introduce a full course in Algebra and Geometry on what they regard as educational grounds.

We regret that the Director of Public Instruction should have chosen to issue this circular. It should be his prime object not only to maintain the true spirit of the S.S.L.C. scheme but also to give a clear indication from his position that the S. S. L.C. scheme contemplates only general secondary education. It is an accident that the public examination under the S.S.L.C. scheme is recognised by the University. Experience all over the world points to the necessity of broadening the scope of secondary education and making it as diversified as possible so as to enable pupils to fit themselves for their future life. It is to be regretted that even the Director should allow himself to be unduly obsessed by considerations of the University needs. A consideration of the points raised in the Director's circular will not take us far enough and no purpose will be served if the game of pulling up the plant constantly by its roots should continue to prevail. Other countries similarly situated are keen on relating the courses to life. Unfortunately, both teachers and departmental officers have got into their heads that the world-wide change in the character of secondary education is not "practical politics" in our Presidency. The S.S.L.C. course will continue to be unsatisfactory until the cause of the problem is left untouched. Should secondary education be only for the few intending to proceed to the University? What about the large number of pupils who are not keen on joining the University classes but who will shortly be occupying responsible positions in public life? It is considerations such as these, which compel us to set our face stoutly against the piecemeal reform. Let not the interests of the University and the general interests of secondary education be pitted one against the other. A solution which will satisfy the needs of secondary education without coming into conflict with the interests of the University is not impossible provided the need for giving plain answers to the questions raised above is appreciated.

We would earnestly appeal to the authorities and the teaching profession to take a comprehensive view of the problem and to resist the temptation to restrict the wide scope of secondary education. May we appeal to them to bear in mind the real and lasting interests of thousands of children and come forward with a suitable scheme of secondary education.